**CURRICULUM MAP Listening and Speaking 3 Grade 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Listening and Speaking 3: Comprehension and Collaboration**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  **Grade 9-10 Specific Standard:**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Students will be able to evaluate and analyze rhetoric. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does active listening allow one to understand an author’s or speaker’s meaning and purpose? * What gives a speakers voice power, resonance, and individuality? * How does the use of rhetoric help to captivate and persuade an audience? * How can peer-critique help to foster better speakers? * How does constructive criticism improve one’s ability to speak and listen? * What is the purpose of a particular piece of spoken writing?   **Topical Questions:**   * When listening to someone speak, what are some ways to evaluate their sincerity? * How do you know when a person is using facts in his/her speech? * How does a speakers’ tone influence your understanding of his/her opinion? * How does a speakers’ vocabulary affect their effectiveness? * How does the speaker's point of view reflect his/her personal experience? his/her credibility? * How does a speaker’s POV contribute to their logic and accuracy? * How does \_\_\_\_\_\_\_\_\_\_\_\_\_\_(author eg. Homer’s) sometime exaggerated storytelling and writing style give him individuality and power? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to evaluate a speaker’s presentation for logic and correct use of evidence * To recognize the distinction between valid invalid reasoning | **Students will be able to. . .**   * Recognize point of view and discern the use of reasoning and evidence |
| **CONTENT:** | |
| **Plays**  *The Glass Menagerie –* Tennessee Williams  *Romeo and Juliette* – William Shakespeare  *A Raisin in the Sun –* Lorraine Hansberry  *Antigone* - Sophocles  *Fences* – August Wilson  *Julius Ceasar* – William Shakespeare  *A Midsummer Nights Dream* – William Shakespeare  **Novels**  *Flowers for Algernon* – Daniel Keyes  *The Chocolate War* – Robert Cormier  *Tears of A Tiger* – Sharon M. Draper  *Monster* – Walter Dean Meyers  *We Beat the Street* – The Three Doctors  *Their Eyes Were Watching God* – Zora Neal Hurston  *The Catcher In The Rye* – J. D. Salinger  *Of Mice and Men* – John Steinbeck  *Speak* – Laurie Halse Anderson  *The Curious Incident of the Dog in The Night Time* – Mark Haddon  *Lord of the Flies­* – William Golding  *The Great Gatsby­* – F. Scott Fitzgerald  *To Kill a Mockingbird –* Harper Lee  *Animal Farm­* – George Orwell  **Short Stories**  “The Tell Tale Heart” – Edgar Allan Poe  “There Will Come Soft Rains” – Ray Bradbury  “ The Necklace” – Guy De Maupassant  “Rose for Emily” – William Faulkner  “Eleven” – Sandra Cisneros  “Story of An Hour” Kate Chopin  “The Lottery” – Shirley Jackson  “Lamb to the Slaughter” – Roald Dahl  “Desiree’s Baby” – Kate Chopin  **Poetry**  “I Wander Lonely as a Cloud” – Willam Wordsworth  “How Do I Love Thee” – Elizabeth Barrett Browning  “The Road Not Taken” – Robert Frost  “Mending Wall” – Robert Frost  “My Papa’s Waltz” – Theodore Roethke  “Nothing Gold Can Stay” – Robert Frost  “Do Not Go Gentle Into That Good Night” – Dylan Thomas  “On Wakening” – Kim Flintoff  “The Enemy” – Michael Mak  Various Limericks from *The Book of Nonsense* – Edward Lear  Various Songs in conjunction with audio files  **Non-Fiction**  “Rattled” – Gordon Grice  “Why I Want a Wife” – Judy Brady  Supplemental information to suit the context and background of the main text  Biographical information about the author | |
| **VOCABULARY:** | |
| Rhetoric, reasoning, evidence, fallacious, exaggerated, analyze, distorted | |
| **ASSESSMENT / EVIDENCE:** | |
| * Identify and list the main ideas, points and organizational structure (voice, examples, repetition, allusion, etc) of the speaker, after listening to a presentation * Identify and list three techniques used by the speaker to convince the audience. * Identify and list five elements (visual, textual, auditory) used by an advertisement to persuade the viewer to purchase the product * Identify and list three superlative, fallacious or exaggerated assertions (visual, textual, auditory) used by an advertisement to persuade the viewer to purchase the product | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Listen to or view several advertisements and identify the persuasive strategies used. Students will then evaluate exaggerated use of persuasive techniques versus truthful claims. * Students will create their own commercial and present it to the class using persuasive techniques. * Create and present a speech in which you try to convince the audience to support your point of view on a selected topic. | |
| **RESOURCES:** | |
| Library, text given by the teacher, internet | |
| **TECHNOLOGY INTEGRATION:** | |
| Use of mp3 files of songs for poetry lessons, smartboard, video clips | |